

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Trinity CofE High School
Number of pupils in school	1476
Proportion (%) of pupil premium eligible pupils	35.15%
Academic year/years that our current pupil premium strategy plan covers	2020/21 – 2021/22
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Julian Nicholls
Pupil premium lead	Darren Westmoreland
Governor / Trustee lead	Chairs of Standing, Curriculum, Finance and Personnel committees.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£444,075
Recovery premium funding allocation this academic year	£68,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£512,080

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective at Trinity C of E High School is to minimise the barriers to learning that disadvantaged students face in order for them to achieve as well as non-disadvantaged students nationally.

The pupil premium strategy outlines the activities that the school are committed to in supporting the learning needs of disadvantaged students through Quality First Teaching, whilst also meeting the pastoral and social needs of our disadvantaged young people.

The key principles of the plan address the challenges of improving the attendance, parental engagement, self-esteem, confidence and readiness to learn as well as overcoming the lack of academic support and technology at home for disadvantaged students. The strategy aims to reduce barriers to attainment through a focus on attendance, behaviour, living well and cultural capital. Evidence based interventions will enable us to overcome these barriers and ensure that disadvantaged students can develop a love for learning and flourish here at Trinity.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge (all challenges have equal priority)
1	Attendance (those that are persistently absent)
2	Parental engagement leading to lower participation
3	Low self-esteem, confidence and readiness to learn
4	Lack of academic support and technology at home

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance in line with non-disadvantaged students	Improved attendance to ensure reduced gaps in knowledge

Increased parental engagement to enhance the home-school partnership	Increased attendance at parent's evenings. Attendance at requested meetings to discuss progress. Positive interactions with parents when necessary.
Increase in confidence to impact positively on learning and aspirations	Higher uptake of extra-curricular activities including trips and visits. High quality and appropriate destinations ensured for disadvantaged students.
Support provided in school where this is lacking at home. Gaps in technology supplied by school so that learners are not disadvantaged	Engagement with range of interventions provided in order to improve subject knowledge

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching:

Budgeted cost: £85,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
Performance Management process to include emphasis on progress and attainment of disadvantaged students	Achievement for All audit (2021) identified the importance of involving subject leaders in monitoring progress of disadvantaged students within their departments. Subject leader monitoring to include conversations regarding progress of disadvantaged students. Performance management target focusing on disadvantaged student outcomes	4
CPD programme 'Teach to the Top' (TTT) facilitated by subject leaders	Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils. One aspect of TTT is feedback. Education Endowment Foundation (EEF) report that studies tend to show high effects on learning. There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Many studies of feedback also include other practices. For example, mastery learning approaches (for Trinity, within mathematics) combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.	3 & 4
Recruitment of English and mathematics mentors to work primarily with disadvantaged students	EEF evidence shows the average impact of small group tuition is two to four months' progress, on average, over the course of a year. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or	3 & 4

	work more closely matched to learners' needs explains this impact.	
PP champions nominated in mathematics, English and science.	Audit from Achievement for All (2021) recommended the use of PP champions in school. Lead on the tracking of academic progress of disadvantaged students. Champions to work with the Manchester Communication Research School on their project 'Making the Difference to Disadvantaged Learners' commencing in October, using evidence from EEF. The programme seeks to explore practical, evidence-informed approaches for closing the family income-related attainment gap. Engaging with the best available evidence on high quality teaching, targeted academic support and school-wide approaches, delegates will develop and implement a Pupil Premium strategy fit for their setting so that all pupils can flourish. There are five 'live' sessions, three self-directed sessions, and between session tasks.	4
Implementation of Deputy PP lead role	Achievement for All audit (2021) recommended raising profile of PP students across school. Implementation of deputy PP lead role to focus on whole-school pupil premium strategies to support PP champions and quality assure processes.	4

Targeted academic support:

Budgeted cost: £99,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
Period 6 Initiative. One hour after school per fortnight for option subjects and triple science	EEF state that studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which	4

	can support pupils to overcome barriers to learning and increase their access to the curriculum.	
Tutor Trust sessions for Year 11 students after school for English and mathematics weekly for fifteen sessions	Studies show that the average impact of approaches involving extending school time is about an additional two months' progress over the course of a year, according to EEF. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. The research also indicates that attracting and retaining pupils in before and after school programmes is harder at secondary level than at primary level. To be successful, any extension of school time should be supported by both parents and staff. To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely to participate or engage.	4 & 3
Literacy support increased from 3 days to 5 days per week with Intervention Teaching Assistant	The average impact of reading comprehension strategies, according to EEF, is an additional seven months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills.	4 & 3
Mathematics support for KS3 students for 8 hours per week provided by Assistant Senco	EEF state that the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.	4 & 3

Wider strategies:

Budgeted cost: £327,894

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP target groups identified by pastoral team. To work with attendance team and subject areas to target persistent absenteeism and lack of engagement	Achievement for All (2021) audit identified that increased parental engagement can lead to improved progress, behaviour, attendance and attainment. Audit recommended the importance of using data to clearly identify the barriers to learning for students, such as attendance, behaviour, participation, parental engagement, low self-esteem, low self-confidence, readiness to learn and low aspirations. List of criteria to be used to select key students (behaviour points, attendance, punctuality and credits). Weekly meetings held with relevant students including set agenda and increased engagement with parents. Using this data, the pastoral team will be able to implement suitable interventions.	1 & 2
One to one sessions with Art Psychotherapist	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This can include school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning and more specialised programmes which use elements of social and emotional learning and are targeted at students with particular social or emotional needs. EEF has found that the average impact of these interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, and Trinity will carefully monitor the efficacy of the sessions for individuals. Alongside academic outcomes, these interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	3
Initiatives to support mental health of students e.g forest school, z-arts intervention	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Research through EEF states that overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been	3

	<p>identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	
<p>Pilot parental engagement project and CPD on parental engagement</p>	<p>Achievement for All (2021) audit identified that increased parental engagement can lead to improved progress, behaviour, attendance and attainment. EEF states that the average impact of the Parental engagement approaches is about an additional two months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term. As the impact is shown to be greater for younger pupils, a Year 7 key group of students is to be identified. Parents invited to workshops. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.</p> <p>Healthy Schools pastoral training 'Engaging with Parents and Carers' and a mental health awareness course set up.</p>	2
<p>Living Well initiative implemented. Member of staff appointed as Wellbeing Coordinator</p>	<p>Sutton Trust (2021) report that 'Concerningly, there has been a significant rise in mental health problems for young people' due to the pandemic. 'Living Well' is the umbrella term given to maintaining / gaining good wellbeing through a range of form time activities, including singing, reading, discussion and mental health awareness. A 'Living well' team building day will be delivered to each year group.</p>	1 & 3
<p>Enrichment and extra-curricular provision increased to meet the needs of all students coordinated and tracked by a member of staff</p>	<p>Achievement for All (2021) highlighted lower participation levels of PP students in extra-curricular activities. EEF states that studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely</p>	1 & 2

	<p>driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations. Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils. Trinity to track data to show that uptake of disadvantaged students is at least in line with the proportion in school.</p>	
<p>Pupil premium sports fund</p>	<p>Evidence from EEF is that the average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. Participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p>	<p>1 & 3</p>
<p>The Turing Scheme</p>	<p>Grant obtained under the Turing Scheme with the British Council, for two trips to Finland and France in 2022. The aim of the grant is to provide funding for students to take part in education and training opportunities across the world. It's aimed at disadvantaged and SEN students. According to a 2018 Sutton Trust study on 'Parent Power', parents in lower socioeconomic groups were more likely to indicate that the cost of travel, and potential extra financial costs such as uniforms, played a significant role in their decision making. Over half of working class parents (56%), compared to 34% of professional parents.</p>	<p>3</p>
<p>External mentor to meet targeted PP students to focus on behaviour</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom</p>	<p>1 & 3</p>

	management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.	
One to one CEIAG meetings for KS4 students. Work experience for Year 10 and 12	Sutton Trust (2020) report that the pandemic has had a considerable impact on the economy, with job vacancies down, redundancies announced and more job losses likely in future. Young people entering the job market this year are likely to be particularly badly hit by the current economic crisis. This is all likely to have a considerable impact on social mobility, as data suggests that an economic landscape with fewer opportunities is likely to hit those from disadvantaged backgrounds the hardest. When opportunities are scarce, it is those with the most support and who are more thoroughly prepared, who will succeed.	2 & 3
Summer School for Year 6	On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school. Greater impact can be achieved when summer schools are intensive, well-resourced, and involve small group or one to one teaching by trained and experienced teachers. It does appear to be an advantage to have teachers who are known to the pupils (typically +4 months overall).	3

Total budgeted cost: £512,080

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Year 11 outcomes (2020/21):

Year 11 Outcomes	All Students	Disadvantaged Students	Non-disadvantaged Students
Year 11 Cohort	251	80 (32%)	171 (68%)
Attainment 8	57.19	50.43	60.40
4+ Pass in English and Mathematics	80%	66%	87%
Staying in Education or Training at 16+	99.2% (2019 figures)	100%	98.2%

Attendance and punctuality (2020/21):

Year group	Attendance (2020/21)			Punctuality (2020/21)		
	PP Attendance	Non PP Attendance	Whole Attendance	PP Punctuality	Non PP Punctuality	Wole Punctuality
7	95.4	97.1	96.5	97.7	98.7	98.4
8	93.5	96.4	95.3	97.5	98	97.9
9	93.1	96.1	95	94.6	96.4	95.7
10	91	94.6	93.3	93.9	96.5	95.6
11	87.4	89.1	88.5	93.5	96	95.2

Fixed Term Exclusions and Behaviour (2020/21):

Fixed Term Exclusions (2020/21)			
Year	PP FTE Total	Non PP FTE Total	FTE Total
7	0	0	0
8	4	0	4
9	1	1	2
10	1	1	2
11	0	0	0

Behaviour (2020/21)		
PP C3s	Non PP C3s	C3s
91	73	164
73	58	131
147	95	242
122	83	205
23	51	74

NB: C3 = 1 hour detention

FTE = Fixed Term Exclusion

Duke of Edinburgh 2020/21:

Silver award: **5 disadvantaged students, 13 non disadvantaged students**

Bronze award: **6 disadvantaged students, 18 non disadvantaged students**

Music extra-curricular attendance 2020/21:

208 students taking part in Music extra-curricular: **45 disadvantaged students, 163 non disadvantaged students**

Externally provided programmes

Programme	Provider
Inspiring Minds	Diane Modhal Sports Foundation